

CELE CURRICULUM

A. HISTORY OF THE FRESHMAN ENGLISH PROGRAM

A strong language program requires ongoing evaluation and revision. Since its inception in 1989, CELE's Freshman English (FE) program at Asia University has experienced the following changes in curricula and materials:

Year	Textbook	Curriculum
1989	<i>The Active Language Learner</i> (written in-house)	Goals and objectives had not been written yet.
1991	<i>New Perspectives</i> (written in-house)	The first set of FE goals and objectives were written.
1993	<i>Worlds Within Reach</i> (written in-house)	The second set of FE goals and objectives were written.
1997	Commercially-produced textbooks and <i>Worlds Within Reach</i> supplementary reader (in-house)	The third set of FE goals and objectives were written.
1998-present	Commercially-produced textbooks	Continued use of the third set of FE goals and objectives, as well as the FE philosophy statement.

Initially, the FE program was taught in two ninety minute sessions per week with a grammar translation emphasis. These courses were taught by both full-time and part-time CELE faculty. Classes were later changed to five forty-five minute sessions per week with a change in focus to listening and speaking.

B. FRESHMAN ENGLISH PHILOSOPHY

The FE program is a means for realizing AU's mission; therefore, we have placed the program's philosophy in the context of the philosophy of AU--self-help and cooperation.

Freshman English Philosophy Statement

The Freshman English program at Asia University fosters internationalism--the belief that people of different countries should cooperate with and understand one another. Cooperation and intercultural understanding begin with communication and knowledge. Educating students to communicate in a foreign language with people from different cultures allows them to investigate the world in a new way and provides the foundation for life-long intercultural exchanges.

Based on the curricula history and the above philosophy of the FE program along with input from faculty, administrators, and students, we have formulated the following goals and objectives for the FE program:

GOAL #1

Students will improve their English communication skills.

Speaking:

- Students will practice structured and non-structured speaking activities to gain fluency and accuracy.
- Students will practice common functional phrases (e.g., making and responding to introductions).
- Students will be able to use conversation strategies (e. g., asking for clarification).
- Students will improve the clarity of their spoken English (e.g., pronunciation and intonation).

Listening:

- Students will identify and comprehend the main idea of listening selections.
- Students will listen for specific information.
- Students will understand common functional phrases.

Reading:

- Students will scan a text for specific information.
- Students will skim a text for the main idea.
- Students will infer the meaning of words from context.
- Students will increase their active command of vocabulary.
- Students will read for comprehension.

Writing:

- Students will build sentence-level accuracy.
- Students will write in various level-appropriate forms (e.g., sentence, paragraph and/or essay).
- Students will write business and personal letters.
- Students will summarize a section of written discourse.

GOAL #2

Students will increase their knowledge and understanding of other cultures.

- Students will increase their awareness and knowledge of selected intercultural issues.
- Students will describe selected aspects of Japanese culture in English.
- Students will increase intercultural sensitivity in interacting with someone from another linguistic and cultural background.
- Students will practice interpreting and using appropriate non-verbal communication in English.

GOAL #3

Students will develop their ability to express critical thinking skills in the English language and improve their language-learning skills.

- Students will increase their use of higher-level thinking skills in English, including analysis, synthesis, evaluation, and appreciation.
- Students will be able to evaluate their own and others' language, experience, and ideas (e.g. self-evaluations, peer-evaluations, etc.).
- Students will be able to produce original language to express their ideas and feelings.
- Students will develop study skills for autonomous, life-long language learning.

C. TEACHING POINTS TO REMEMBER

Teachers should keep the following points in mind when creating supplementary materials, planning classroom activities, and teaching their FE classes:

Internationalism: Asia University has a mission to internationalize students, and CELE's FE program follows that mission by seeking to increase students' intercultural communication skills.

Student-centered approach: This emphasis empowers students by allowing them access to their own learning and considers various learning styles when designing course content.

Student Participation: Since 40% of students' grades are based on participation, a great degree of classroom time should give students opportunities to participate, including speaking, pairwork, group interaction, and volunteering. These student-centered activities give the students time to use and manipulate English.

Process and outcome-based teaching: A focus on **the process**, for example designing conversations, researching, peer editing of rough drafts, and writing as well

as **the outcome**, for example, giving group presentations, writing research papers, and presenting speeches is encouraged.

Affective Filters: An environment where students are comfortable and not afraid to make mistakes is desirable.